DOCUMENT RESUME

ED 361 041 JC 930 422

AUTHOR	Simpson, Mary-Margaret, Ed.; And Others
TITLE	Beyond the Vision: Implementation Strategies for Diversifying Community College Leadership. A Beacon College Project.
INSTITUTION	Metropolitan Community Coll., Omaha, NE. Clearinghouse for Exemplary Practices in Leadership Diversity.
SPONS AGENCY	American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE	[May 93]
NOTE	75p.
PUB TYPE	Collected Works - General (020) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Administrator Characteristics; Administrator Responsibility; Administrator Selection; *Affirmative Action; Change Strategies; *College Administration; College Faculty; Community Colleges; *Diversity (Institutional); Employment Practices; *Ethnic Distribution; Leadership Qualities; *Minority Groups; Organizational Change; Program Descriptions; Two Year Colleges
IDENTIFIERS	Beacon College Projects

ABSTRACT

Focusing on the implementation of leadership diversity efforts at 10 two-year colleges, this collection of reports represents results of an 18-month leadership diversity project coordinated by Metropolitan Community College in Omaha, Nebraska, during 1991 and 1992. The following 12 articles are included: (1) "Keeping Diversity on the Front Burner," by J. Richard Gilliland; (2) "Collaborative Change: A Consortium Approach to Leadership Diversity," by Mary-Margaret Simpson; (3) "Implementing Leadership Diversity at Austin Community College," by Exalton Delco; (4) "Spreading the Influence at a Multi-Campus College: Leadership Diversity at Central Community College," by Vikki Jaeger; (5) "A President's Perspective on Fostering Diversity and Leadership," by Tom Gonzales; (6) "Hennepin Technical College: Leadership for All Persons," by Sharon Grossbach; (7) "Cultural Diversity Awareness and Sensitivity at Kirkwood Community College," by Lois Nanke; (8) "Valuing Diversity: Building a Campus Environment To Recruit and Retain Minority Students and Faculty," by Deborah Newsome; (9) "The Metropolitan Community Colleges: Interpersonal Networking and Working Together toward Leadership Diversity," by Maureen Kennedy; (10) "Developing a Multi-Faceted Implementation Approach: Institutionalizing Leadership Diversity throughout Metopolitan Community College," by Lynn Smith; (11) "Using Multicultural Celebrations To Diversify Leadership at Western Iowa Tech," by Larry Bolanos; and (12) "On the Threshold of Change: Leadership Diversity at Western Nebraska Community College," by M. Jane Hunter. A 54-item annotated bibliography on leadership diversity is included. (PAA)

ED 361 041

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. M. Simpson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEYOND THE VISION

Implementation Strategies for Diversifying Community College Leadership

JC 930 422

BEST COPY AVAILABLE

Beyond the Vision: Implementation Strategies for Diversifying Community College Leadership

A Beacon College Project

Clearinghouse for Exemplary Practices in Leadership Diversity, Metropolitan Community College, Omaha, Neb. 1993

Made possible by a grant from the W.K. Kellogg Foundation and the American Association of Community Colleges

Preface

Beyond the Vision: Implementation Strategies for Diversifying Community College Leadership represents the concluding activity of a Beacon grant conducted by Metropolitan Community College from 1991 to 1992. For this monograph, project coordinators at 10 participating community colleges were asked to address either a single aspect of leadership diversity, to trace how they defined or implemented the topic, or to speculate on future directions. Most coordinators focused on specific implementation techniques and it is in the true spirit of collaboration, the thrust of the Beacon Colleges Initiative itself, that these ideas are offered here.

Publication of this monograph was made possible by the W.K. Kellogg Foundation and the American Association of Community Colleges, and by the assistance of several staff members and departments at Metropolitan Community College. I wish to extend special recognition to Dr. J. Richard Gilliland for his support of the project, to Lynn Smith for her coordination of Metro-specific activities, and to the office of Public Relations for its expertise, management and follow-through on this as a printed piece.

I also want to express my sincere thanks to Jolene Medley, coordinator of Grants Development at Metro, who wrote the Beacon grant proposal. Many times I have returned to that original document and marveled at how she so concisely mapped out such a complex, fertile project. To quote Isaac Bashevis Singer, "I believe in miracles in every area of life except writing. Experience has shown me that there are no miracles in writing. The only thing that produces good writing is hard work."

For more information on this monograph or leadership diversity activities in general, contact the Clearinghouse for Leadership Diversity, Metropolitan Community College, P.O. Box 3777, Omaha, Nebraska 68103-0777; (402) 449-8415.

Mary-Margaret Simpson
Project Director
1993

Contents

"For excellence, the presence of others is always required." Hannah Arendt

Introduction: Keeping Diversity on the Front Burner, page 4
Dr. J. Richard Gilliland

Collaborative Change: A Consortium Approach to Leadership Diversity, page 5
Mary-Margaret Simpson

Implementing Leadership Diversity at Austin Community College, page 9
Dr. Exalton Delco

Spreading the Influence at a Multi-Campus College: Leadership Diversity at Central Community College, page 11
Vikki Jaeger

A President's Perspective on Fostering Diversity and Leadership, page 14
Dr. Tom Gonzales

Hennepin Technical College: Leadership for All Persons, page 18
Sharon Grossbach

Cultural Diversity Awareness and Sensitivity at Kirkwood Community College, page 19
Lois Nanke

Valuing Diversity: Building a Campus Environment to Recruit and Retain Minority Students and Faculty, page 21
Dr. Deborah Newsome

The Metropolitan Community Colleges: Interpersonal Networking and Working Together Toward Leadership Diversity, page 23
Maureen Kennedy

Developing a Multi-Faceted Implementation Approach: Institutionalizing Leadership Diversity throughout Metropolitan Community College, page 27
Lynn Smith

Using Multicultural Celebrations to Diversify Leadership at Western Iowa Tech Community College, page 30
Larry Bolanos

On the Threshold of Change: Leadership Diversity at Western Nebraska Community College, page 32
Dr. M. Jane Hunter

Selected Bibliography on Leadership Diversity, page 34

Photographs included throughout this monograph were provided by Metropolitan Community College in Omaha and reflect many of its diversity activities and events.

Keeping Diversity on the Front Burner

Dr. J. Richard Gilliland, President
Metropolitan Community College,
Omaha, Nebraska

As the reader looks through the articles and reports from Beacon project participants, one is struck with the interesting variety and differences in approaches various institutions took in implementing leadership diversity projects. This is not only to be expected, but I believe it is a real value of the project itself. Beacon College participants learned a great deal from each other because of the variety of approaches taken by each participating school.

Some of you are now starting your own valuing diversity programs; some institutions are moving well down the line in terms of really incorporating exciting diversity programs within their institutions. Wherever any institution is, I believe the really important point is to keep things moving and to keep things going.

Diversity is clearly no longer a novelty issue but has become mainstream. We all have much to learn and do in regard to valuing the diversity of our students and employees and, likewise, we have so much we can learn from each other as we continue to grow.

Metropolitan Community College will continue to provide communication resources to keep the information flow intact that began under the auspices of the Beacon grant. Other communications vehicles exist, such as direct contacts between participating institutions, attendance at meetings that have a focus on diversity, and the growing amount of literature available on many subjects related to diversity. There is no lack of emphasis or information on the subject as there indeed was just a few years ago.

Given the attention and focus our Beacon College institutions have provided on the various aspects of diversity during the 18-month Beacon College project, we each have the opportunity, and even the responsibility, to keep diversity as a front burner issue within our institutions, at other institutions throughout our state, and in our region as a whole.

We at Metropolitan Community College value your dedication to leadership diversity. Please continue to share with us your unique perspectives, your accomplishments and your ideas for future directions.

BEST COPY AVAILABLE

Collaborative Change: A Consortuim Approach to Leadership Diversity

Mary-Margaret Simpson
Project Director, Beacon Grant
Metropolitan Community College,
Omaha, Nebraska

In April 1991 Metropolitan Community College in Omaha, Nebraska was awarded an 18-month grant from the American Association of Community and Junior Colleges (AACJC) through the Beacon Colleges Initiative. Funded by the W.K. Kellogg Foundation, the Beacon program was designed to implement specific recommendations in a landmark 1988 report issued by the AACJC Futures Commission, **Building Communities: A Vision for a New Century**.

Metro's project targeted recommendations in Chapter Seven of the report, which argued for the need to improve community college governance and leadership practices and, specifically, to "increase diversity among college leadership" (p. 42). Through the grant, Metro formed a consortium of 10 community colleges in the central United States which worked together to diversify leadership at their respective institutions. Other important objectives were included but it was these two thrusts -- the formation of a consortium and the attempt to diversify leadership -- that constituted the main goals of this short-term endeavor.

While there were many, significant accomplishments of the grant, the project as a whole demonstrated a well-known adage: the more you learn about a topic, the more you realize you don't know. After all, what did "leadership diversity" really mean? Like "shared governance," the expression was based on a sense that everyone knew what it meant although, in practice, how it was actually interpreted varied in the eye of the beholder. We knew ours differed from other diversity efforts underway across the country since ours included an important leadership component. But ours wasn't strictly a leadership project either because we were opening up the program to so many diverse staff and student groups.

What was "leadership diversity"?

Exploring Common Definitions

Here are some of the questions we asked ourselves during the course of the project in order to define its scope more effectively:

Concerning "diversity"

1. Should a "diverse" workforce and student body refer primarily to gender difference? For example, if Caucasian women are well-represented in administration, can an institution's leadership team be considered diverse?

2. Or, should "diversity" refer primarily to racial and ethnic differences?

3. If so, does "diversity" refer to racial and ethnic differences among Americans (Native Americans, African Americans, Asian Americans, Hispanic Americans) as opposed to international students and staff? For example, if an institution offers in-services and classes in a Northern European culture (as one of our associate colleges proposed under the "leadership diversity" umbrella), is this truly diversifying the curriculum?

4. Does "diversity" include any significant group that might be considered under-represented: persons with special needs, gays and lesbians, older persons?

5. Does "diversity" also mean persons with different work styles and how far does one take this?

6. Does broadening the definition of diversity dilute the meaning of efforts to eliminate discrimination and racism in our society and within our institutions?

Concerning "leadership diversity"

1. Should activities to diversify leadership be directed solely at administrators?

2. What about those who are leaders in the classroom -- the faculty?

3. In an atmosphere that advocates shared governance, shouldn't every employee group be considered potential leaders -- classified staff, librarians, maintenance staff?

4. What about student leaders? Should activities in leadership diversity foster leadership skills among future leaders? Given this approach, couldn't just about anything taking place in student life be considered "leadership diversity development"?

What we finally realized is that, given our short 18-month time frame, we could ill afford to debate the nuances of these issues and had to, instead, begin defining by doing. But, these questions guided the project and resurfaced frequently.

Evolving Answers

Each associate college participating in the project began by defining leadership diversity in its own context. The strength of the consortium approach was that each of the 10 institutions brought a unique demographic picture to the project. Institution "A" had outstanding representation of Hispanics in its administration and faculty, but still approached the gender issue rather traditionally. Institution "B" had almost a fifty-fifty representation of men and women in its faculty and administrative staff, but needed to learn much more from Institution "A" about recruiting Hispanic staff. As a result, no one approach to defining "greater diversity" was appropriate.

Most institutions focused on gender, racial or ethnic diversity at the outset because we felt that face-value differences would send the greatest message that diversity was valued at our institutions. As the project progressed, a few delved into more complex diversity issues that would have a more subtle effect on how our colleges continued to approach a range of assimilation issues.

One institution, at the outset of the project, felt that it did not really serve a diverse population, based on the project coordinator's definition of diversity. Overall supervision of the project changed after a few months to a new coordinator who immediately identified an important demographic group -- Native Americans -- who were not well-represented at the institution. This is a classic example of how one set of eyes perceives "difference" where another does not.

However, concern continued throughout the project that institutions focus on diversity issues that were truly critical. Since "difference" is relative, a college could argue that hiring more Swedes or offering in-service sessions on the culture of Nova Scotia constituted "diversity" initiatives. Superficially, it may have looked to some that a session here and there was not the most effective use of our time. However, if an activity contributed to an overall understanding of difference, it was usually considered appropriate as a starting point. As a group, most of us remained conscious of the fact that we should focus on demographic groups needing more representation nationally in our institutions, even if that meant looking beyond our individual service areas and asking ourselves how we could contribute to the "big picture" of community colleges and our roles.

As for "leadership," most of the associate colleges ended up defining it as "administration and faculty," although not all. Two institutions included classified staff in their leadership diversity efforts. One focused almost exclusively on programs for students. This range in the target market for the project, stemming initially from our unwillingness as the Beacon College to define a single target, laid the groundwork for a rather unusual finding.

Diversity as a Process

A few of the institutions participating in our

consortium were, at the outset, ready to launch ambitious diversity programs -- concrete, step-by-step approaches that would have a major impact on staff hiring and promotion practices. Others started with food fairs and educational displays for students -- "multicultural celebrations" as they are frequently called. Most of the participating colleges did a little of both during the project.

Because of the different approaches, we, the Beacon College, occasionally heard concerns from an associate college that some activities were not really appropriate. The feeling was, among some, that celebrations were not going to affect real change. Roosevelt Thomas in **Beyond Race and Gender** argues that the long-range impact of multicultural celebrations is minimal ... if that is all one does. However, Thomas' studies deal with a corporate environment whereas our consortium operated in an academic milieu, whether vocational/technical or academic transfer. Our project suggested that there may be, indeed, an important role played by these celebrations in laying a philosophical foundation for potentially more controversial diversity initiatives.

Case in point: one of our institutions attempted to implement a major diversity program and, in the process, conducted extensive surveys of staff to assess deep-seated feelings about the institution and diversity. Such a complex picture emerged that diversity efforts were sidetracked. Other institutions who took it one step at a time, perhaps painstakingly so, seemed to fair better in the long run. Moreover, one might suspect that since the academic milieu is based on dialogue, rather than managerial edicts, presenting a new program in the teaching-learning model works best.

Thomas does emphasize that diversity is not a program per se, but a process, one that changes and shifts over time in order to accommodate new groups and demands. Our project supported this model. In fact, on the last day of the grant -- November 30, 1992 -- we, the Beacon College, felt as though the project would take a very different direction had it been ready to start rather than conclude. That is one of the best testaments to the consortium approach: we did not fully anticipate at the beginning where we would "end" due to the fluid nature of our collaboration.

Our project suggested that there may be, indeed, an important role played by these celebrations in laying a philosophical foundation for potentially more controversial diversity initiatives.

Accomplishments of the Clearinghouse

The primary goals of the grant, with general accomplishments, were as follows:

1. To establish at Metro a Clearinghouse for Exemplary Practices in Leadership Diversity.

Metro established the Clearinghouse soon after the Beacon grant was awarded and, through its auspices, wrote and distributed six issues of a national newsletter, annotated bibliographies and other resource materials to institutions throughout the country. Topics included affirmative action, leadership, management, history of minority groups, and multicultural curriculum and teaching issues. The Clearinghouse also conducted a pre-attitude and post-attitude survey of each participating institution on staff attitudes toward diversity. This survey instrument is available to other institutions interested in assessing institutional climate.

2. To provide through the Clearinghouse systems of support, a network for exchange, experimentation and dissemination to the associate colleges.

The Clearinghouse sponsored two in-person meetings, conducted a 90-minute "audio conference" with the participating colleges and other selected staff, and provided resource materials to other institutions throughout the country.

3. To initiate or expand at each college planned programs to accommodate leadership diversity tailored to meet the needs of each individual college within the consortium.

Each associate college developed detailed action plans which included specific programs and activities.

4. To design innovative staff development

programs/activities at each college encouraging the development of leadership potential among all staff while creating a culture accommodating leadership diversity on each of the campuses.

Staff development probably represented the single most common approach of the Beacon effort throughout all the participating institutions, with each associate college offering diversity sessions and the Beacon College presenting a "model" session on the topic at the beginning of the grant.

5. To design personnel practices at each college to enhance the recruitment and retention of women, persons of color, immigrants, the physically challenged and individuals of traditionally under-represented groups in leadership positions.

While a more challenging goal, a few of the associate colleges involved their human resources officer in the project and attempted to modify recruitment and hiring practices. A model affirmative action program and "extra effort" guidelines at the Beacon College were replicated by two of the associate colleges.

6. To provide faculty/counseling in-service using curriculum components and classroom techniques that foster multicultural sensitivity and encourage the development of leadership within the classroom and on the college's campuses.

All of the associate colleges sponsored in-service programs for faculty and staff on multiculturalism. One of the associate colleges developed a model diversity mini-grant program. Several colleges developed across-the-curriculum guides in multiculturalism.

7. To provide widespread dissemination of project activities and outcomes beyond the consortium to statewide, regional and national audiences through various mechanisms including an end-of-project teleconference.

The Clearinghouse coordinated a presentation at the 1992 AACJC Convention about the project and publicized grant activities in several regional media outlets as well as in the national Beacon newsletter. A live, national teleconference on leadership diversity concluded the project on November 20, 1992, in which all the associate colleges were featured. The cornerstone of the teleconference was a panel presentation which discussed the definition, implementation and evaluation of various diversity initiatives. Panelists were Dr. Vapordeal Sanders, president of Sanders and Associates in Plymouth, Minnesota; Dr. J. Richard Gilliland, president, Metropolitan Community College in Omaha; and Ms. Liz Doherty, training director, First National Bank of Omaha. The audience included staff and students at 39 community colleges and public and private four-year institutions across the country. During the program the three panelists fielded more than 30 questions, most of these on implementation and assessment issues, which were telephoned or faxed from throughout the country.

Future Directions

The Beacon project for us at the Beacon College was a process of defining and clarifying a complex topic rather than checking off objectives or specific milestones on a finite list. Proof of this evolving nature was the teleconference itself, which featured our associate college coordinators still struggling, after 12 months, to articulate a concise definition of "leadership diversity." And, all 10 definitions were different.

As we at the Beacon College look ahead, we can now pinpoint several hoped-for new directions. We hope to implement specific training requirements in valuing diversity for staff who sit on screening committees. We hope to make stronger internal connections between staff development programs, the ideals of our multicultural curriculum and actual hiring practices. We also hope to study more deep-seated pressures at our institution that may be forcing people to assimilate or encourage managers to hire clones of themselves in the hiring process. The latter is one of those hard-to-face problems that can penetrate one's institutional core and deflate its vitality.

If we learned anything, it is that we can all work at the same "table," so to speak, whether we formally agree on approaches or desired outcomes. Sitting down at the table together is what counts.

Implementing Leadership Diversity at Austin Community College

Dr. Exalton Delco, Vice-President of Academic Affairs and Beacon Associate College Project Coordinator
Austin Community College, Austin, Texas

Austin Community College (ACC) was eager to engage in activities which fostered the development of appreciation of our multicultural community and promoted the dignity, equality and value of every person. The Beacon College Project afforded an opportunity to the College to enrich our campuses with activities celebrating diversity.

The College organized a Beacon College Project Task Force and adopted the spirit of the College mission regarding equality and value of persons in our planning deliberations. From our Task Force meetings emerged the concept that creating an environment for the delivery of concerns for diversity was important. Workshops were scheduled to initiate campus awareness of celebrating individual differences at the campuses. Ideas germinated from these sessions included exhibiting flags of the countries representing the home countries of our international students; the collation of a publication listing all the student support programs to assist enrollees; producing an instrument and survey to ascertain the prevailing attitudes of the campuses toward diversity; developing and disseminating of a selected bibliography on leadership diversity; and the expanding the "Project Promise" program to more campuses. "Project Promise" is a program designed for mentoring and ensuring student excellence.

Concepts of the Beacon College Task Force have been implemented. The flags are being installed in the vestibule of our newest building. A publication entitled **Building a Community of Diverse Leadership** was developed. The "Project Promise" program is now operating on two additional campuses.

Austin Community College has enjoyed the leadership of Metropolitan Community College with a focus on leadership diversity. The College will continue to honor its mission and thereby value diversity concerns in its operations.

Editor's Note: As part of its Beacon project, Austin Community College published an 18-page publication called **Building a Community of Diverse Leadership at Austin Community College**. Included were descriptions of 29 projects and activities which address pluralism, multiculturalism and diversity at Austin, along with the name and phone number of the campus contact person for each project. What follows in the ensuing portions of this article are excerpts from the narrative portions of that publication. Copies of the complete manual may be obtained by contacting Dr. Delco at Austin Community College, 5930 Middle Fiskville Road, Austin, TX 78752 (512) 483-7610.

From Building a Community of Diverse Leadership

Austin Community College is committed to providing a campus culture which fosters a genuine appreciation of our multicultural community and promotes a belief in the dignity, equality and value of every person. This concept is so important and pervasive, it has become part of our mission.

Central Texas is emerging demographically with Hispanic and African-American populations increasing rapidly. ACC celebrates the challenge to provide an environment to educate the community constituents for leadership roles.

Various College projects have evolved to strengthen and encourage the leadership talents and capabilities of women, persons of color, and of diverse cultures. One such project which has served as an engine to power our efforts is couched in our membership as an associate college in the Beacon College project.

The publication, **Building a Community of Diverse Leadership**, was developed to provide a listing of projects and activities which address multiculturalism at the College and give a flavor of the attitudes of ACC personnel toward diversity. A selected bibliography on leadership diversity is also included. This is an attempt by ACC to establish a partnership between campus projects and student and community needs.

Attitudes and Values Which Foster Pluralism at the College

College personnel, including administrators, professional-technical division chairs and department heads, were surveyed following a Beacon College workshop. The workshop, convened in September 1991, was entitled, *"Celebrating Diversity: A Workshop for Getting It Together."* The one question on the survey was, "What beliefs, attitudes and values underlie the behaviors you practice which foster diversity/pluralism at the College? A brief review of the responses addresses the "flavor" of the College environment with regard to diversity or pluralism on campus. The brief comments were:

- All individuals deserve a chance -- positive contact.
- Every person is a worthy individual, deserves equal access and has unique qualities from which the College can derive benefit.
- Develop a milieu that fosters diversity.
- Positive people with healthy self-concepts are more open to the differences of a pluralistic society.
- Promote integrity for every individual at the College. Create an environment that welcomes students to the "center" and not the "periphery" of the educational institution.
- Educational institutions reinforce the values and mores of the society.

Austin Community College . . . promotes a belief in the dignity, equality and value of every person.

- A college is a setting whose purpose is to protect the freedom to express ideas, especially those different from our own.
- We learn from what is new and different, not from what is the same. We must recognize that we all add equally to diversity. Diversity is present in an infinite number of forms, most of which are invisible.
- If I expect others to understand me, I have to make the effort to try to understand them.
- Affirmative action must be both affirmative and action. Concrete activities and practices must be implemented to achieve the objectives of affirmative action.
- Each individual should have the opportunity to achieve their goals. Establish a supportive environment so that more diverse individuals will be able to succeed academically. Each of us are role models. If we display an attitude of acceptance of differences and, if we truly value and embrace these differences, others are more likely to do so. Life is more interesting when we have variety.
- All students and staff to work up to their true potential.
- Our College curricula and faculty should reflect the diversity of our nation. All students must realize that they are citizens of a rather small planet and that their future jobs will require greater familiarity with other cultures and languages. Cultural diversity should be seen as an opportunity, not a threat or burden.
- Consciously work to provide learning in a atmosphere of acceptability. I teach German cultural topics in my foreign language classes and point out that the notion of "racial purity" is a dangerous viewpoint. We discuss the concept of "pluralism" and its implications.
- Different people learn at a different rate, by different methods, and approach different subject areas with different interests and backgrounds.
- It is the mission of every institution of higher learning to foster growth and broaden horizons. Much of this growth takes place outside the classroom as a function of human interaction. Based upon this, a diverse environment provides the optimum educational setting for well-rounded human growth.
- This appears to be socio/political movement -- one that redefines words into veiled political movements. I am not real comfortable with the current implications of the words "diversity" and "pluralism." I do not hold to "political correctness" and this smacks of it!

Spreading the Influence at a Multi-Campus College: Leadership Diversity at Central Community College

Vikki Jaeger, Director, Grants and Special Projects and Beacon Associate College Project Coordinator
Central Community College, Grand Island, Nebraska

The Diversity Task Force at Central Community College was created in 1991 as part of an association with Metropolitan Community College's Beacon project in leadership diversity. Central Community College's understanding was that the purpose of the Beacon project was to recognize and value different styles and sources of leadership, build awareness of the value of variety, and move to a greater appreciation of the contributions which faculty, staff and students make to the institution and the community.

The College began its diversity activities in June 1991 with a day-long workshop on diversity issues in the workplace. The keynote speaker was Michael Losey, president and CEO of the Society for Human Resources Management, Alexandria, Virginia. More than 50 faculty and staff members participated in workshop activities which included building awareness of the current and future diversity in the workplace and developing objectives for the College to meet the challenges of training a diverse workforce. At the conclusion of the workshop, the participants emphasized the following areas for Central to focus on in its diversity activities:

1. Building awareness of self-bias
2. Assessing current staff services related to diversity
3. Assessing current student instruction and services related to diversity
4. Motivating faculty, staff and students to develop and implement activities related to diversity
5. Building video and print resources on diversity issues
6. Identifying budget sources for diversity activities, College-wide and on each campus.

Central Community College recognizes that measurement of outcomes in these areas will require more than an 18-month grant period to complete. A long-term commitment to valuing diversity will provide the best opportunity for positive outcomes.

Expanding on Core Issues

The core issues which were apparent at the commencement of the project were not the only areas of activity for Central. Progress was made in other areas of diversity which were not apparent at the beginning of the project, such as bringing an awareness of the degree of diversity which exists in an otherwise homogeneous region. This awareness continues to broaden and clarify the definition of diversity for Central staff and students.

Involvement in the Beacon grant as an associate college was an experience in sharing knowledge, resource materials and experiences. It allowed opportunities for representatives from each of the 10 colleges to share information and ideas which cut across disciplines, divisions and geography. It also provided continuity and determination among the three campuses of Central.

Some of the activities which took place during the Beacon project period included the following:

- A Workplace Diversity Workshop was held on the Grand Island Campus. Guest speakers were Michael Losey, president, Society for Human Resource Management, Alexandria, Virginia, and Dr. Bill Podraza, city manager of Lexington, Nebraska.
- The Resource committee began compiling a selected bibliography on diversity holdings within Central Community College.
- Guest speaker Dr. J. Richard Gilliland, president, Metropolitan Community College, conducted diversity presentations on each campus of Central.
- Ethnic breakfasts and luncheons were served on each campus to build cultural awareness.
- Conversational Spanish classes were offered which received an exceptionally positive response.
- Shizuo Nakamura, Japanese exchange visitor, spent six months in the Central Community College area, teaching Conversational Japanese and conducting presentations on the Japanese culture in the communities of Central's service area.
- College staff collected resources on serving students and staff with disabilities. They also reviewed the responsibilities outlined within the Americans With Disabilities Act.
- Some campuses held "Diversity Mini-Theaters" or "Popcorn Forums" where videos dealing with diversity issues were presented. Among the topics were Managing Difference, Communication Across Cultures, and Women in Leadership Positions in Business.

Involvement in the Beacon grant as an associate college was an experience in sharing knowledge, resource materials and experiences. It allowed opportunities for representatives from each of the 10 colleges to share information and ideas which cut across disciplines, divisions and geography.

- Many teleconferences were also downlinked on the three campuses. Topics included Sexual Harassment, the Americans with Disabilities Act, Diversity and Teacher Preparation, and the Beacon teleconference on Achieving Leadership Diversity.

Campus-Specific Activities

- Guest speakers on the Platte Campus included:
- Dr. Murray Jackson, professor at the University of Michigan and a published poet, who conducted a presentation addressing the need for cultural diversity in our classrooms and on our campus.
- Sherri Fletcher, Omaha Police Division-Youth Intervention Unit, who spoke to students, faculty and staff.
- Bette Novit-Evans, Creighton University, who presented on "Are You a Member of Protected Class?"
- Dr. Oyekan Owomoyele, professor of African Literature at the University of Nebraska-Lincoln, who discussed "Culturally Diversifying the Curriculum."
- Tom Maul, attorney, who discussed "Legal Issues in Higher Education."
- Hal Bertilson, dean of the College of Natural and Social Sciences at the University of Nebraska at Kearney, who presented on "Sexual Harassment on Campus."
- Performing as "Women in History," female students from the campus portrayed famous women in history.

Guest speakers on the Hastings Campus included:

- Jerome Laloue, French exchange student, who presented "Life Styles and Education of Youth in France."

- Gunay Ozkan, Chemistry instructor, presented "Growing Up in Turkey."
- Dr. Kathleen McPherson, dean of Instruction, presented "Riding the Rails through Switzerland."
- Tamera Minnick, Peace Corps volunteer, presented "Life and Culture in Africa."
- A local Hastings College student presented "Alternative Lifestyles: Gay and Lesbian Issues."

Diversity Policy Statement

The College adopted the following diversity policy statement which will be integrated in the College philosophy statement:

"The College recognizes a responsibility to promote, encourage and foster diversity within the College community. This will be accomplished by encouraging workshops, seminars, publications and other activities to promote understanding and benefits of diversity to College staff and students. Staff shall be encouraged to nurture the sensitivity and mutual respect which is fundamental to the success of diversity by creating an intellectual and social climate promoting the freedom of thought, innovation and creativity."

The College Cabinet designated financial resources to be used for diversity activities which have an area-wide impact. Each campus also designated human and financial resources to enhance diversity activities.

Understanding Diverse Environments

Two major events which focused on diversity occurred during the project period: a Hastings campus in-service program in March 1992 and the All-College in-service program in October 1992.

The Hastings campus in-service featured the "Harmony in a World of Difference" program from Kansas City, Missouri. All campus administrators, faculty and staff participated in the day-long program which identified the subtle differences in all of us and how our success as a College, is due, in part, to our acceptance of these differences. The program was well received by the campus.

In October 1992 the Central Community College-Platte Campus hosted the all-College in-service which focused on diversity issues. Liz Hawthorne, a professor at the University of Toledo, presented a short video which she had helped produce entitled *"Succeeding in Culturally and Racially Diverse Environments."* Following the presentation by Hawthorne, the staff was divided into peer groups for an activity adapted by the Platte Diversity Committee from a workbook which accompanied the video. The activity focused on dysfunctional behavior as exhibited or witnessed by College staff with regard to diversity in the College environment. The small groups were facilitated by individuals in the community and College who were selected because they represented diversity in the community. The facilitators were trained in the Dysfunctional Behavior Exercise prior to the in-service activity.

In November 1992, representatives from each campus diversity task force presented to the College's Board of Governors. The purpose was to update the Board on the activities and progress of diversity issues as they relate to the communities, students and staff of Central. Among the presenters were students and staff who have benefitted and will continue to benefit from diversity activities conducted throughout the area.

A President's Perspective on Fostering Diversity and Leadership

Dr. Tom Gonzales, President
Front Range Community College,
Westminster, Colorado

Front Range Community College (FRCC) is rapidly moving to a new high performance organization based on proven, modern leadership and management principles. This new approach is predicated on empowered employees working in a matrix structure. Empowerment means, in this context, working in interdisciplinary terms, using critical thinking and problem-solving approaches, moving decisions to the lowest level, and planning strategically for the future.

Diversity becomes a critical element in creating an empowered institution. Diversity is meaningful in many different ways. Issues and initiatives in diversity are reflected in gender, cultural pluralism, learning and behavioral styles, age, values and much more. This diversity must be recognized, cherished and celebrated to achieve a high-performance organization.

While the basic philosophy of the comprehensive two-year community college has remained constant over the last 30 years, our responsibilities and our roles have changed and will continue to change dramatically. Historically, the premise on which the American community college is based evolved from the idea of egalitarianism. Our mission is a fundamental precept of American ideals. Community colleges symbolize the basic American right of every citizen to a quality education and upward mobility.

Students who have few financial resources and little academic preparation can attend a two-year community college, attain a postsecondary education, and enter a rewarding career. Community colleges are also a resource for additional training or retraining for new opportunities.

In fact, I believe that the community college system is in the enviable position of being the likely educational leader of the 21st century. This is due to the convergence of key socio-economic change.

Workforce Changes

The Hudson Institute report **Workforce 2000: Work and Workers for the 21st Century** convincingly argues that the majority of American workers are already in the labor market. This will be true through the year 2000. For example, we can only expect new entrants to be, perhaps, 15 percent of the labor force. Women, minorities and immigrants will be more than 80 percent of all new job entrants to the labor force. Moreover, the technical skill requirements for good-paying jobs will require some post-secondary education but less than a four-year baccalaureate degree.

The 1990 Secretary's Commission on Achieving Necessary Skills (SCANS) study by the Department of Labor furthermore finds that American business is becoming aware of the imperative for their workers, existing and new, to acquire new workplace skills in communication, teamwork, and problem-solving. More and more, businesses are turning to the community colleges for educational assistance for this emerging need.

Recently, I served as the community college representative on the Commission on the Skills of the American Workforce, sponsored by the National Center on Education and the Economy. Established in 1989, the commission was a bipartisan panel of leaders from business, labor, education, government and the advocacy community. The commission's

charge was to develop a comprehensive plan to address the nation's economic needs as well as to keep America as a full participant in a dynamic global economy. Our report, entitled **America's Choice: High Skills or Low Wages**, was startling; it vividly documents concerns about the nation's ability to compete economically and rejects most glib rationalizations of American business, the workforce and the educational system.

The commission unequivocally stated that improving productivity is an imperative if America is to maintain -- let alone raise -- its current standard of living. The report clearly concludes that the U.S. is headed for serious economic and social dislocation. The report charges that this nation's workplaces must be reorganized to not only implement new, sophisticated technology but meet the high productivity of workers through expanding skills. We can no longer operate a high-technology, low-skill, low-wage industrial system and be assured we will be able to maintain or improve our standard of living. America needs to develop programs to educate and train the workforce to high levels of work-related skills, job standards and productivity.

Current community college trends underscore the realities of **Workforce 2000**, SCANS, and **America's Choice**. Our community colleges are growing and changing very rapidly. According to the U.S. Department of Education, community colleges enrolled 20 percent of all students at all levels of higher education and 24 percent of all first-time freshmen in 1965. Twenty years later, community colleges enrolled 37 percent and 44 percent, respectively. In our case at FRCC, like many of our sister institutions nationwide, our headcount grew almost 100 percent in the last five years.

Changing Student Demographics

Huge increases in student enrollment is a manifestation of our changing demographics. Our society is quickly becoming more diverse and community colleges reflect that diversity. Another demographic dynamic is age. The average age of the community college student in increasing -- at FRCC, the average age is approximately 30. And that average age continues to increase each year. Looking at our ethnically diverse populations, enrollment at FRCC compares favorably with the ethnic composition of the service area as follows:

	FRCC	1990 Census
Black	1.2%	0.6%
Native American	1.6%	0.5%
Asian	3.8%	1.8%
Hispanic	8.3%	7.9%
TOTAL	**14.9%**	**11.0%**

Women represent more than 58 percent of FRCC's student population. Moreover, our day and evening classes are equally popular, demonstrating a surge in working adult students. Finally, most of our students are part-time, averaging approximately eight credit hours per semester which, again, tends to indicate a working adult. Our business and industry customized training programs aimed at retraining current workers, usually delivered at company sites, have also increased dramatically over the last three years. Last year, we served more than 6,000 workers.

When considering diversity initiatives in terms of our students and community, the considerations are somewhat daunting. Many of our students are the first generation of their family to attend post-secondary education. Others are international students new to the United States. Some are minority or physically disadvantaged. A large segment of our customers are returning students after as many as 10, 15 or 20 years away. Still others may simply not know what educational or career direction they wish to go. To ensure that we provide all students with the best education, we need to guarantee them an intellectually stimulating environment with faculty of similar backgrounds or faculty who are knowledgeable and willing to explore differences in their classrooms. And students should be able to find role models and mentors to assist them on their often confusing educational journey. In the same vein, the community college should be committed to connecting with the diverse local community, i.e., chambers of commerce, economic development agencies, secondary schools, community-based organizations and businesses.

Complexity of Our Mission

The community college mission is becoming, almost needless to say, increasingly complex as the communities and students we serve expect more from us. People and employers

depend on highly qualified and motivated faculty to provide a top-notch, affordable education. They expect a host of other educational services including job training, job placement and retraining assistance. They expect community service. Most importantly, they expect us to assist them in their efforts to move into the economic mainstream of American life. Business and industry are demanding higher education assistance ranging from workplace literacy to advanced technology transfer to keep our competitive edge in a global economy. At the same time, we are expected to meet these needs with either the same dollars or, even, fewer dollars as state and local budgets continue to tighten. We will have no choice as institutions of higher education -- we must develop long-range strategic plans with flexibility and responsiveness to meet these new demands.

Leaders must, in order to lead, be able to facilitate change in their organizations to meet new realities. Leadership involves building consensus and momentum. This means ensuring that the organization has a common vision, develops and articulates a cogent strategy, builds and maintains a culture that supports this vision and strategy, and supports a vital, involved employee.

The leaders in the community college system, like our counterparts in business, must learn to "work smarter, not harder." In the process, we can help our community college workforce do the same. Working smarter means finding new ways to unleash the wealth of talent, knowledge and skills that our community college workforce possesses. A collaborative framework, like the matrix approach we are taking at FRCC, offers the opportunity to take that wealth of human resources and direct it at becoming a high-performance community college. But, the basis of this collaboration is interpersonal relationships and communication. Understanding and cherishing our diversity, i.e. our differences, will uncover the true potential of this new collaborative effort.

Unfortunately, many formal and informal educational leaders continue to see diversity as a legal or social issue rather than a key resource to be nurtured and tapped. As a result, diversity in the workplace is often simply superficial cultural events or discussion forums when resources and time allow. Until college leaders, at all levels, perceive diversity as critical to the college's viability and future, diversity initiatives will not be a priority and consequently any efforts at team collaboration will ultimately fall short. Leaders and managers who set out to implement change -- particularly complex, long-term change -- must have a basis in an understanding of, and appreciation for, diversity issues.

Community college presidents have a special role in promoting the understanding of diversity. The president must exemplify a firm, unabiding commitment to diversity initiatives. He or she must constantly demonstrate his or her belief in its importance as one of the institution's most significant resources. In all areas of campus activity, e.g. governance, curriculum, instruction, retention, culture, student support services and staff development, diversity initiatives must be a common thread.

Initiatives at Front Range

Front Range Community College has taken a number of proactive steps in different diversity initiatives. While these steps have been positive, there is considerably more to accomplish if the appreciation of diversity is to be a valued part of our campus fabric. Some organizational-process accomplishments include:

Strategic Planning. Beginning last year, the College undertook a continuing, "bottom up," comprehensive strategic planning process to prepare us for tomorrow's challenges and opportunities. The definition of our values was a major part of the strategic planning process. Diversity emerged from that process as an important value that will guide our ongoing discussions about where we are and where we want to be.

Symbolism. The motto in our official logo is "Excellence and Diversity." This conveys two salient values of the College. We value excellence and are committed to achieving it in every aspect of our operations and activities. Moreover, we value diversity and the contributions it brings to our institution in terms of talent, enrichment, culture and more.

Organizational Transformation. As we move toward a flexible and responsive matrix organization in a community college setting, we are in the fortunate position of having a pluralistic workforce. This highly motivated workforce is not only a microcosm of our community and society, but at a grass-roots level (faculty) it has made many impressive efforts toward diversity initiatives.

Furthermore, the College has generated some significant momentum and progress towards diversity advancement. These advancements demonstrate the College's commitment.

Diversity within administration, faculty and staff comprises 17.8 percent of all employees. This compares favorably to the 11 percent of the general population that minorities represent in the FRCC service area. We continue to actively seek qualified candidates and new employees.

- The Educational Services division has recruited minority students to assist in the recruitment of other minority students to FRCC. Students assist with high school visitations and new student orientation programs. They also act as student mentors. We recently saw a noticeable increase in student retention that we attribute to this program.
- The Curriculum Committee that oversees all instructional efforts at our multi-site College has begun a new priority initiative to incorporate diversity issues in the curriculum. At the same time, individual faculty have already taken the responsibility to incorporate diversity across the curriculum through research, faculty discussions, curriculum development and team efforts.
- College Relations has mounted a marketing campaign to recruit students of ethnic diversity that includes radio ads, newspaper ads, listing in directories, and special events for scholarships and recruitment.
- Diversity mini-grants were established by the Office for Institutional Diversity to encourage and support diversity efforts throughout the College. These efforts include curriculum development, student activities and staff development.

In summary, our nation and our community colleges will be, if they are not already, undergoing radical change. An important part of that change is diversity. Diversity is one significant key to ensuring that our country and its people remain one of the great economic and technological powers in an increasingly competitive world.

BEST COPY AVAILABLE

Hennepin Technical College: Leadership for All Persons

Sharon Grossbach, Director
Eden Prairie Campus and Beacon
Associate College Project Coordinator
Hennepin Technical College,
Plymouth, Minnesota

The past two years have been exciting times of growth for Hennepin Technical College. Enrollments have continued to increase and the diversity of students has also expanded. The Beacon College project has been a catalyst in moving forward in valuing diversity.

The focus on issues of diversity by staff, faculty and administration has been the greatest success of the past year. Each time the diversity committee meets to discuss plans and debate the philosophies and approaches to valuing diversity, members reach new heights of understanding and commitment to leadership diversity. The definition of leadership diversity at Hennepin has unfolded to mean that every staff member and student brings a perspective and leadership potential to enhance high positive regard for all through words used and actions taken. Leadership diversity is for all persons in the organization.

Implementation Overview

Eden Prairie and Brooklyn Park campuses have moved forward in a planning mode while continuing to implement ideas and programs which enhance diversity. The following items provide an overview of the highlights of the past year's activities which focused on diversity.

1. The College sponsored staff development activities which enhanced the understanding of diversity, featuring such speakers as Stephen Cooper, attorney and former Commissioner of Human Rights.

2. Hennepin conducted an all-district workshop on Martin Luther King Day on the topic of diversity. Diverse cultural perspectives were addressed through music, art, lectures and discussion. More than 1200 staff attended.

3. Activities were conducted on the campuses and the district office to promote interaction of staff from various departments. Examples were a "movable feast" at Eden Prairie Campus, an ice cream social at the district office and a barbecue at Brooklyn Park Campus.

4. Hennepin Technical College responded to recent state legislation requiring that each campus prepare a security plan. The plans were completed and include strategies to expand training and education on sexual harassment and sexual violence and campus security. Several security measures have been put in place to make the campuses safer for all persons.

5. Members of the Hennepin Technical College staff and administration participated in a town meeting on diversity in the community of Eden Prairie. Ongoing community diversity activities will include Eden Prairie Campus staff. Community members were invited to campus diversity events at the town meeting.

6. The Professional Development Group of Eden Prairie completed research and developed a plan for enhancing diversity on the campuses. The plan will be implemented beginning winter quarter, 1992-93.

7. Hennepin Technical College hosted numerous teleconferences on topics related to diversity. A one-day teleconference on "Combatting Racism and Bigotry on College Campuses" was aired on both Hennepin Technical College campuses. Dr. Anita Hill was featured as one of the presenters and Dr.

Alfredo de los Santos, Jr. from Maricopa Community College, Phoenix, Arizona, served as the conference keynoter.

8. The College approved an updated sexual harassment policy and adopted a sexual violence policy.

9. Two faculty members attended the Gender Team Building Workshop taught by Dr. Carolyn Desjardins at the International Center for Leadership Development in Arizona. The campus director at Eden Prairie Campus attended the Leaders program offered by the Center.

10. Following involvement in the Gender Team Building Workshop, one of the instructors developed a unit on gender team building which is included in a communication course on the Eden Prairie Campus.

11. Plans were in place to host a workshop in January 1993 to be taught by Dr. Desjardins on one of the campuses. Staff and administration will be involved.

12. Several small state and district grants have been received to further the work of valuing diversity. Through the grant funding, a cultural diversity celebration was held on each campus in December of 1992.

In summary, it must be noted that the interest and excitement in moving ahead to value diversity has been generated, and staff and students are leading the college forward. The key to action has been the support, commitment and dedication of staff, faculty and administration at Hennepin Technical College.

Cultural Diversity Awareness and Sensitivity at Kirkwood Community College

Lois Nanke
Executive Director of Human Resources and Beacon Associate College Project Coordinator
Kirkwood Community College, Cedar Rapids, Iowa

Promoting leadership diversity and cultural diversity awareness and sensitivity encompassed several directions at Kirkwood Community College. Our involvement in the Beacon College grant awarded to Metropolitan Community College in Omaha gave us an opportunity to focus specifically on this issue in our programming these past two years. We believe we have developed a program that has led to many thought-provoking experiences for our students and staff.

Some of the activities we offered were:

- A live, interactive teleconference with Sally Helgesen, author of **The Female Advantage**.
- A weekly presentation by students and staff members of difference describing the country/culture they have experienced. These presentations were made by not only persons from other countries but also by those of other races and persons who live with disabilities.
- A discrimination awareness program designed specifically for students in industrial technology programs.
- Special on-site recruitment efforts in other cities.
- Implementation of a multi-ethnic program for students.
- Implementation of a global studies degree program.
- An all-staff festival featuring the food, dances and music of the various cultures of our international students.
- Growing participation in our distance learning system and in the English-as-a-Second Language program.

Exploring Gender Differences

One of the most popular and effective programs was a three-day, on-site workshop

facilitated by Dr. Carolyn Desjardins, executive director of the National Institute for Leadership Development, a major training program for college administrators. Dr. Desjardins has done post-doctoral work at Harvard University, conducting research on leadership with Carol Gilligan and David McCleland. Through this work, the Institute has academically determined many of the differences that occur due to gender and gender conditioning.

Dr. Desjardins believes each gender contributes special gifts to leadership and teams, and that each contributes only half of a very important whole. Often, just having a better awareness of these differences brings comfort and wholeness to any work group. Dr. Desjardins discussed a variety of gender-based topics to assist employees and students better understand each other.

The following special workshop sessions were offered for each employee group, as indicated:

Administrators

The purpose of this workshop was to help administrators develop and understand leadership skills associated with gender. It was also designed to promote team-building for men and women in order for them to better understand gender issues in work interactions and build more compatible work teams.

Although this workshop was geared toward administrators, other staff and students participated. The sessions were open to anyone who wanted to attend. Through clear examples and a variety of exercises, Dr. Desjardins demonstrated behaviors that are normal but not conducive to effective working relationships between men and women.

Faculty

This workshop focused on learning styles related to gender, how to better respond to students by understanding their learning styles, and how to interact more effectively with other faculty.

Many students as well as faculty attended this workshop. There is obviously an interest on the part of our young people to better understand each other and themselves in their communication and interaction as men and women.

Students

The objective here was to assist students in gaining a better understanding of what motivates their behavior, their own learning styles, and how to build better relationships with the opposite sex.

This workshop inspired the most participation and students who attended were extremely enthused and enlightened by the topic.

Classified Staff

The direction of this workshop was gender-based team building in order to assist men and women better understand gender issues in work interactions, build more compatible work teams, and understand rather than fear gender differences.

Our classified staff are the "front-line receptors" of all students and community members visiting our campus. It is extremely important that they be aware and accepting of, as well as sensitive to, the many differences to be experienced when dealing with large numbers of people. Since the majority of classified employees are women, it was considered important to offer training in gender-based differences.

Overall, Kirkwood has benefitted greatly from the opportunity to participate as a Beacon Associate College. Our emphasis on cultural diversity education and awareness during the past two years has energized the College staff and students. Although the grant is ending, the programs begun during our participation will be expanded. Kirkwood has always taken pride in the diversity of our staff and students, and this tradition has been significantly strengthened through our participation in the grant.

Valuing Diversity: Building a Campus Environment to Recruit and Retain Minority Students and Faculty

Dr. Deborah Newsome, Group Dynamics Instructor and Beacon Associate College Project Coordinator
Madison Area Technical College, Madison, Wisconsin

Madison Area Technical College (MATC) and the eight other associate colleges in the consortium have collaborated with Metropolitan Community College to develop and implement diversity programs. Having committed to developing and expanding its efforts to promote valuing diversity and leadership diversity, MATC has implemented initiatives that improve educational opportunities for all students and staff. The initiatives are designed to ensure accessibility and quality education in a diverse, supportive environment.

Under the leadership of Metropolitan Community College, associate colleges have shared information about strategies that have worked, those that have not and reasons why. Through sharing, networking, and collaborating, a mentoring relationship has evolved. Project coordinators contact each other to ask questions and to request information about specific activities and programs. Resource materials are also exchanged.

Project activities conducted by Metropolitan Community College, Madison Area Technical College, Front Range Community College and Western Iowa Tech Community College were the focus of the forum titled *"A Vision Shared: Expanding the Influence of Leadership Programs Through Networking, Collaboration and Partnerships"* at the 72nd AACJC Annual Conference. Project coordinators discussed how various partnerships enabled the colleges to expand and strengthen their efforts to bring about greater diversity.

Institutional Activities

There is a growing need in Wisconsin for technical colleges to implement strategies to recruit and retain minority students and staff. During the past few years, the minority population has dramatically increased. A key challenge for Wisconsin's technical colleges in the 1990s is to build a supportive campus culture to attract and retain racial and ethnic minorities. Building a supporting campus environment to recruit and retain minority students and staff will require change on an institutional and personal level.

Using a systematic approach, MATC is successfully implementing initiatives to cultivate a supportive environment to recruit and retain minority students and staff. A variety of activities, including workshops, symposiums and panel discussions, are conducted throughout the academic year to educate the College campus and to encourage dialogue among staff and students. Guest speakers are invited to the campus to address various cultural diversity issues. Dr. Thomas Kochman, a socio-linguist from the University of Illinois, Chicago, and Dr. Edwin Nichols, director of Nichols and Associates, Washington, D.C., are among the speakers who have been invited to the College. Both speakers focused their presentations and research on cultural differences and provided

perspectives to help staff become more accepting of other cultures.

To further enhance acceptance and understanding of other cultures, the Student Life office coordinates the College's cultural diversity series. Different cultures and regions of the world are featured every four to five weeks. Each of the series includes cultural exhibits, poster displays, speakers and performing groups as well as music and art exemplifying the culture. Many instructors emphasize the cultures in classes.

MATC collaborates with community organizations and groups, other vocational-technical colleges, and local public schools to provide comprehensive recruitment and retention initiatives for minority students and faculty. Collaborative efforts also include working with private sector, labor, city, county and government officials to implement specific diversity initiatives and providing educational forums for CEOs to better understand and appreciate changing worker demographics. Regular meetings are conducted with the Dane County Private Industry Council (DCPIC) which serves as a link with the majority of community-based organizations and MATC. Collaboration with DCPIC focuses on coordinating educational programs and services for the economically/educationally disadvantaged and ethnic minorities. Such efforts minimize duplication of training and services among these community based organizations and the College.

Breakfast forums are conducted with representatives from the African American, Hispanic, Native American and Southeast Asian communities. As a result of these forums, new programs and services needed to enhance the recruitment, retention and graduation of minority students have been identified.

Other collaborative efforts include staff members working with employers to place eligible students into training assignments which expose them to their chosen careers. MATC is especially proud of its Minority Cooperative Education Program which provides for the integration of academic studies and work experience. Through this program, minority students have opportunities to see the relevance between classroom theory and practical work experience.

Minority Faculty and Student Recruitment

In accordance with the charge from the Wisconsin Board of Vocational, Technical and Adult Education for all 16 technical colleges in the state to develop a plan implementing the recommendations of the Governor's Commission on Minority Participation in Vocational-Technical Education, a comprehensive plan was developed by a committee appointed by the College's president to recruit and retain minority students and faculty. The committee, consisting of administrators, faculty, students and a community representative, gathered information and reviewed materials pertaining to the College's current programs, services and activities.

Based on information obtained from an extensive self-evaluation of the College, the recommendations presented by the College's Cultural Diversity Task Force, feedback provided during community forums, and the results of the Minority Student Survey, the planning committee identified activities, programs and services needed to enhance and increase minority recruitment and retention. Six goals are addressed in the plan.

The goals are:

- Minority student recruitment
- Supportive services for retention of minority students
- Transition of students into vocational-technical programs
- Minority faculty recruitment
- Increased cultural awareness
- Coordinated outreach programs

Objectives and activities are appropriately matched with each goal. The plan will be updated annually.

MATC Mission

MATC is committed to building a culturally diverse academic community which provides opportunities for all persons to succeed. The College will continue to expand its efforts to promote cultural diversity by providing greater innovation in curricular matters and support services targeting racial and ethnic minorities. High on the College's list of priorities is expanding initiatives integrating cultural diversity into the curriculum, coordinating an integrated supportive services system and recruiting minority faculty.

Mission Statement

The mission of MATC is to provide innovative leadership to help build a community which is socially and economically strong, flexible and competitive in a changing global marketplace.

The College will provide a comprehensive curriculum which includes vocational, technical, liberal and basic studies.

The College will continually direct its resources to ensure accessible, quality education to enable current and prospective students to become productive, civic-minded citizens.

The Metropolitan Community Colleges: Interpersonal Networking and Working Together Toward Leadership Diversity

Maureen Kennedy, Coordinator of Employee Development
The Metropolitan Community Colleges, Kansas City, Missouri

Background

The Metropolitan Community Colleges (MCC), including Longview, Maple Woods and Penn Valley, in Kansas City, Missouri had initiated activities toward achievement of leadership diversity prior to becoming part of the Beacon grant. In order to be proactive in dealing with the projected demographic changes, Longview Community College had established a Multicultural Task Force in 1988. The task force worked on projects dealing with communicating positive information about ethnic groups. The all-employee in-service in November 1990 was devoted to "Understanding Diversity." The workshop consisted of keynote by Gene Chavez, Penn Valley faculty member and founder of the Center for Intercultural Communication. More than 600 MCC employees attended the all day workshop.

In July 1990 "Harmony in a World of Difference," a city-wide program dedicated to fostering cultural harmony, became part of Penn Valley Community College.

For several years, cultural events and ethnic celebrations had been held in the district. Each campus celebrates Black History month with displays, workshops and speakers. Each April for the past three years a Multi-Cultural Fair has been held on the Longview Campus. Staff, faculty and students are encouraged to showcase their heritage through booths and activities. Penn Valley celebrates Cinco de Mayo with the dances, songs and art of Mexico presented in the Campus Center and cafeteria areas during the lunch hour.

During the fall of 1990, MCC experienced a series of cutbacks in state funding. Those cutbacks presented a serious financial situation for MCC. The energy of the officers, and that of many administrators, faculty and staff, was focused on ways to increase revenues and cut spending. In January, 1991 MCC initiated a hiring freeze, travel funds were frozen, spending was curtailed and reassignments made. The MCC officers began a process of examining programs, staffing and spending.

While those efforts were successful in stabilizing our financial situation, for 18 months the time and energy available for other planning programs and the funds available for training and development activities were greatly reduced. The use of outside consultants and workshop facilitators was eliminated. All workshops and programs needed to be planned and presented by current employees.

Getting Started

In December 1991, the MCC Beacon project director called together persons from each location who had previously expressed interest in furthering leadership diversity at MCC. All employee groups were represented -- faculty, staff, administrators and officers. At that first meeting, the 12 participants discussed the concepts of leadership and diversity and

the results of the pre-project attitude survey distributed by Metropolitan Community College in Omaha.

Objectives for the grant had been written. Finding ways to work with the institution's financial situation, to expand the group and to identify others who would be interested in joining our efforts were critical issues. The "advisory group" members were asked to help expand the group by inviting two other employees to the next meeting.

In March 1992, a focus group meeting was scheduled. The goal of the meeting was to discuss the particular needs of the group members to increase their sensitivity to diversity issues. Our plan was to start the training with those most interested in the topic and to train in areas of concern to the members. Thirty people attended the focus group session. The agenda for the meeting was as follows:

Discussion of the meaning of "leadership," "diversity" and "leadership diversity"

Brainstorming of critical questions ---

- What types of training or experience do we need?
- Do I need to be more sensitive to others?
- What do I want from this group?

A lively discussion ensued, and a list of topics was developed (see Appendix A).

The group thought that a workshop once a quarter would be appropriate. The spirit in the room was very uplifting and hopeful. As the meeting was ending, we had a sense of unfinished business. We felt a need to publicly state our commitment to leadership diversity. The group composed the following commitment statement:

I commit myself to:

- Resisting and opposing prejudice
- Affirming positive behaviors
- Celebrating the diversity which is MCC

I will practice this commitment by:

- Sharing this contract with my colleagues
- Being open with others
- Working to implement ideas at my campus or location
- Learning to interrupt prejudicial behavior
- Participating in this endeavor for as long as is necessary.

We felt that the interpersonal network that we were establishing was important and critical to each of us in fulfilling our commitment.

Working Together

The words "Working Together" became our goal and, thus, our name.

The commitment statement was printed with a place for signature and distributed to the March participants. Each participant was sent two copies of the commitment and was encouraged to ask others to share in the commitment. Some departments asked that commitment forms be developed with signature lines for all persons in the department so that the statements could be displayed in the office area. The commitment forms displayed in our cubicles, offices and office areas remind us each day of our resolve to reduce prejudice in our institutions and in our homes.

Even before the beginning of the Beacon project, the project director had been collecting articles on topics relating to leadership, cultural diversity and ethnicity. It quickly became evident that sending out all the thought-provoking articles and interesting information on diversity related topics could keep at least one person busy.

A "Working Together" notebook was designed with the following sections:

- Purpose and Plan
- Kansas City Cultural Heritage
- Leadership
- Curriculum
- General Information
- Meeting Notes

The notebook itself became a community project with the Working Together participants contributing articles. The notebooks were given to each of the Working Together participants at the workshop scheduled for July.

Invitations were sent to the Working Together participants asking them to invite at least two others to training scheduled during the summer. We felt it was important to continue the work we began in March to broaden

our awareness of others, and strengthen our appreciation of ourselves and our differences. Our goal for the training was to help us learn more about each other and other cultures and strengthen the bonds that we already shared.

Paul Williams, president of Penn Valley, spoke to the group about "Critical Expressions of Respect." Dr. Williams has a background in ethnic studies and cultural anthropology, and was able to illustrate his point with stories from his international experiences.

An "alien encounter" exercise completed the half-day workshop. The exercise helped participants become familiar with the key elements in the communication process and increase their intercultural awareness and sensitivity.

In October, Leon and Ginny Knight, writers-in-residence at Penn Valley, presented a workshop called "The Arts as a Basis for Cultural Diversity Education." The Knights' visit was sponsored by the Penn Valley Arts Task Force, Penn Valley Humanities Division, the Penn Valley Learning Center and the Beacon Project. Leon Knight is a founder of Guild Press, a small press specializing in poetry anthologies by Black and mixed-race authors. Knight is the author of the article "Traps that Keep People of Color Out of Community College Teaching." Ginny Knight is an award-winning book designer, author and editor.

While at Penn Valley, the Knights visited creative writing classes, conducted some writing workshops and visited the African-American literature class. The culmination of their visit was a poetry performance by Eleanor Bowie, Penn Valley faculty member and published poet, other faculty members and students.

During the month of October, notebooks were presented to each campus president by three or four representatives of the Working Together group. The goal of the presentation was to demonstrate the commitment of the Working Together group for leadership diversity and seek the president's support for the continuation of the efforts of the group. The notebooks will be placed in the campus library and the resource center at the administrative center. At the October in-service, the Beacon project director presented a Working Together notebook to the executive vice-chancellor.

The final formal event of the grant was the teleconference in November. Invitations were sent to staff development professionals at colleges and universities in the metropolitan Kansas City area and persons at MCC. A discussion was facilitated by the project director after the teleconference.

Outcomes

The grant provided MCC a vehicle for working further on leadership diversity issues. We have achieved the following:

An appropriate forum and clearinghouse was established for issues such as:

- Cultural diversity
- Leadership development
- Workplace climate
- Social change

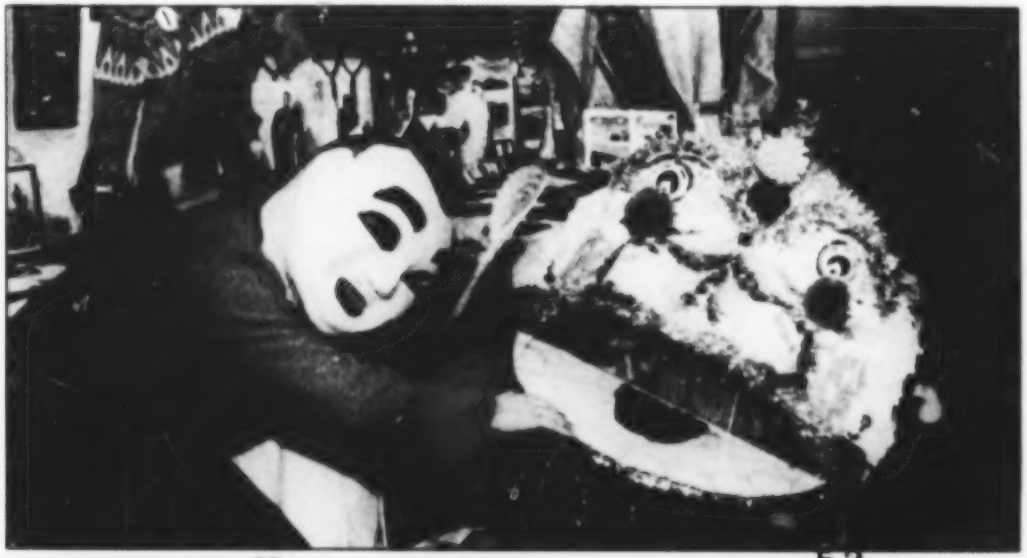
Event coordination and training was developed.

Participants see themselves as "partners" in concern.

Communication between and among the members is greatly improved.

Future Plans

An action plan for leadership diversity and development will be presented to the MCC officers.



The commitment will be renewed by the participants on an annual basis; participant numbers continue to increase.

Training and development in the areas of leadership diversity will be continued on a quarterly basis.

Informational distribution for Working Together notebooks will continue.

Appendix "A"

Brainstorming List of Topics
for Possible Diversity Workshops
The Metropolitan Community Colleges
March 1992

1. What types of training experiences do I need?

- Role reversal inservice
- Develop scenarios
- Experience what it's like to be a minority
- Learn about experiences/perceptions of students, faculty, staff, administration
- Increase Beacon group's sensitivity
- Help explore other cultures
- Go beyond workplace/times
- Encourage "living" in a relationship
- Develop trust in relationships
- Learn more about the person; share about backgrounds; develop empathy
- Training on "open to learning" vs. "protected"; advantages/disadvantages of each
- Communication skills
- How to interrupt prejudice
- How to challenge old attitudes
- Listening skills
- Various communication styles
- Leadership skills, styles, situational leadership
- Newsletter: collect from various communities
- Submit to editor for inclusion in existing publications
- Stress need for skills in multiculturalism (how to behave)
- Multiculturalism on orientation agenda
- Assess free speech issues
- Break down division barriers
- How to affect curriculum
- Initiate discipline curriculum change
- Bring experience to students
- Teaching techniques; e.g., analogy, learning styles
- Bring College together in fairs, special events
- Take advantage of opportunities; celebrate King holiday
- Encourage experiencing "the difference" in risk-free situations.

2. What do I want from the group?

- Cadre trained individuals
- Mentoring program for freshmen (staff, faculty, administrators)
- Review/assess curriculum; move to more multiculturalism
- Train/educate on how to instruct diversity curriculum
- Facilitate review of policy that supports unequal treatment; review hiring policy/practices
- Assess student perception/attitude; faculty perception/attitude; staff perception/attitude
- Beyond caste system of employee "groups"
- Transmit ability to students to deal in city/society/workplace
- Pursue commitment from top officers; strong statements in policy and action
- Outreach to influentials
- Be aware of external environments

(certification of programs, city/county itself)

- Challenge negatives that are impacting policy
- Facilitate voices articulating needs
- Institutionalize
- Challenge unwritten attitudes, rules, mores
- Establish mission statement
- Multicultural class as a requirement for graduation
- Empowered to affect environment
- Learn how to interrupt prejudice and maintain relationship
- Cross cultivation of campuses for international students
- Move beyond need for "office" toward individual sensitivity/responsibility
- Commit personally to making a difference
- Career ladder/leader development to diversity organization
- Nontraditional roles (gender) ok.

Developing a Multi-faceted Implementation Approach: Institutionalizing Leadership Throughout Metropolitan Community College

Lynn Smith, Instructional Resources Secretary and Beacon College Project Coordinator
Metropolitan Community College, Omaha, Nebraska

Metropolitan Community College's role in the Beacon project consisted of two major facets: first, overall project direction and coordination of all associate college activities; second, participation in the project as one of 10 participating "associate colleges." This second role was critical to Metro's desire to institutionalize leadership diversity activities throughout the College. While the Beacon project director maintained a project-wide focus, it was incumbent on several of us at Metro to launch activities that would truly make our institution an equal partner in the Beacon project.

In fulfillment of its associate college role, Metro established several objectives to guide College-specific (as opposed to project-wide) activities of the grant. The following objectives are taken from Metro's original action plan, followed by descriptions of how those objectives were fulfilled.

Objective I: Institutionalize diversity statements throughout the College.

Metro sought to incorporate several statements on diversity into the role and mission statement of the College. As a result, Metro's College Action Council (CAC) organized a focus project group to formulate an operational definition of what is meant by the term "diversity." The CAC is a College-wide committee system that encourages leadership potential by providing opportunities for all staff to participate in decision-making processes.

The purpose of the focus project group was to develop a College-wide definition of diversity which reflected the College's viewpoints from an educational standpoint. From this definition, goals and strategies with which to implement a full-scale diversity program will be formulated.

What evolved was more of a diversity statement than a true definition since the group discovered that a single definition tended to be more "exclusive" than "inclusive." The resulting statement, finalized in December 1992, is as follows:

Metropolitan Community College is a community of diverse people who value differences and demonstrate appreciation for these differences through their interactions with each other and with the larger community.

The College recognizes a responsibility to promote, encourage and foster diversity by offering a forum for open discussion of

varying viewpoints.

Faculty and staff are committed to creating a curriculum and a learning environment which empowers students to become contributing members of an increasingly multicultural and diverse society.

The College strives to educate students, employees and the community about differences that exist among people, and to diminish fear of an increase understanding about such differences. The College encourages workshops, seminars, publications and projects that foster the understanding and benefits of diversity and enhance shared values.

Staff are encouraged to nurture the sensitivity and mutual respect that is fundamental to the success of diversity by creating non-threatening intellectual and social climates that promote freedom of thought, speech, innovation and creativity.

Objective II: Identify permanent offices/ groups to coordinate diversity activities.

Early in the grant period, Metro created and filled a new administrative position: coordinator of International and Intercultural Education. Responsibilities of this position include providing students, staff and community members with courses, programs, staff development, cultural activities and a resource center to promote cultural diversity and international education.

An in-house grant written by the new coordinator provided the beginnings of an ambassador program for international students at Metro. Student ambassadors will help make the College more accessible to international students by providing guidance in such areas as admissions, counseling and financial aid, as well as assisting with campus tours, language barriers and encouraging participation by international students in Metro activities.

Chosen on the basis of their established leadership abilities and special talents, ambassadors receive half-tuition reimbursement for their service. The program gives these international students an opportunity to put their leadership abilities into practice in a new country.

Objective III: Offer staff development on leadership for all staff.

Beginning in January 1992, four Metro staff members (one administrative, three classified), including the Beacon project coordinator, participated in the 1992 University of Nebraska Equity Institute Leadership Identification project. The program, consisting of a series of three workshops in February, March and May, addressed issues such as personal power, organizational design and decision making. Each participant also developed a field project designed to strengthen her institution.

In October 1992, Metro began a management development program open to all classifications of employees. Recognizing that there are management components to every job, this series of modules encouraged all staff to gain or enhance management skills. The series consisted of seven modules: listening, delegation, conducting performance appraisals, creative decision making, problem solving, project management and meeting management.

Beacon funds also enabled a Metro English instructor to work for a short period on a release-time basis to develop a multicultural syllabus for a composition class. This module is now available to other faculty who may want to incorporate ideas, readings or other aspects of the class into other courses.

Objective IV: Continue to offer arts/ multicultural activities for staff and students.

Native American week was celebrated at Metro April 3-10, 1992. Activities included a slide presentation depicting Native American Sacred Places throughout the United States, a traditional Native American luncheon, film festivals at each of the three main campuses, a dramatic presentation by youth from a local children's theater multicultural program, a hand game tournament, and a performance by Native American flutist and hoop dancer Kevin Locke. Locke's appearance was funded jointly by Metro and a grant from the Nebraska Arts Council.

Four Austrian exchange students from the University of Vienna attended a five-week summer session at Metro's Elkhorn Valley Campus. Students were housed with Metro staff during their stay. A reception for the visitors was held on July 27 to enable them to share their experiences with Metro students and staff.

"Seeing with New Eyes" was the theme of the Quincentennial celebration of Columbus' arrival in the "New World." From July through October, Metro faculty, students, staff and the surrounding community participated in dozens of events designed to stimulate the discovery of new ideas by challenging participants to look "with new eyes" at other cultures. Included were special speakers, films and ethnic art displays. This was also the theme of Metro's Fall Opening Day activities to kick off the

1992-93 academic year.

September 14 though 18 was Hispanic Heritage Week at Metro. Events on all three main campuses included mariachi bands, ethnic foods and several speakers.

On September 19, Metro's Fort Omaha Campus hosted an intertribal celebration. This event, which brought together five local Native American tribes -- Ponca, Lakota Sioux, Omaha, Winnebago, and Santee Sioux -- was organized to provide an opportunity for Native Americans in Omaha and surrounding areas to celebrate their history and culture.

Objective V: Develop leadership potential among all staff.

As a field project for the "Leaders for the 90s" program, I worked to develop this particular action plan goal. At the final meeting of the program, I presented a plan to explore establishing a career growth and development program and voluntary career pathing for classified and operations and maintenance staff at Metro. The program, a cooperative effort involving the College's human resources, staff development and counseling offices, will enable Metro to pinpoint qualified staff for internal leadership positions and make use of leadership potential which may otherwise be missed. It will also emphasize Metro's dedication to encouraging the professional and personal growth of all staff.

Metro also developed a mentoring program for all new employees. This leadership opportunity for College staff consists of trained volunteer mentors who are matched with new employees from the same job classifications. Mentors answer questions about College activities and encourage participation among new employees. They also offer advice on where to get information on College policies and procedures.

Objective VI: Investigate new recruitment methods for under-represented groups.

A rough draft of a "grow your own personnel" program was developed through the Beacon grant. The intention of this plan is to identify possible future employees from among promising students, volunteers and members of the part-time personnel pool who, because of their employment and/or volunteer service at Metro, have acquired skills and knowledge which would enhance their chances of permanent employment at the College. At this writing, 36.7 percent of these potential employees were from minority groups. If instituted, this plan could increase the likelihood of hiring additional qualified minority staff.

Objective VII: Encourage the development of leadership diversity within the classroom and on campus by recognition of student leaders.

Pictures of the incoming Student Life Council presidents on each campus and other officers will be taken after the spring election. These photographs will be displayed in the commons area of each campus. News releases announcing the results of the election will be sent to the local media.

Objective VIII: Serve as a resource on leadership diversity for the Omaha community.

On November 21, 1991, Metro sponsored a seminar on workplace diversity issues. The conference, "Challenges of Diversity, Leadership and Commitment," was designed to focus on diversity awareness and the benefits of developing programs to handle employee diversity.

During the summer and fall of 1992, Metro's Center for Business and Industry presented a series of 12 workshops dealing with the topic of diversity in the workplace. Each module of the series addressed an area of difference among people and how such differences can be effectively managed to foster a productive, cooperative work environment.

Objective IX: Communicate information about the project.

During the life of the grant, many articles were featured in Metro's weekly employee newsletter. The grant newsletter, **The Great Plains Beacon,** was included in packets distributed monthly to the College Board of Governors and was widely distributed to other interested institutions and individuals, as well as within the College. The circulation list grew from 115 to 240 readers during the duration of the project.

Extensive planning culminated in the end-of-project teleconference, *"Achieving Leadership Diversity: Education's Challenge,"* held on November 20, 1992. This live, national teleconference featured a nationally known consultant on workplace diversity issues, Dr. Vapordeal Sanders, Metro President J. Richard Gilliland, and Liz Doherty, training director at First National Bank in Omaha. The teleconference was viewed by 39 institutions nationally, and by 75 local business and industry participants in a local audience at Metro's Elkhorn Valley Campus. Dr. Sanders, Dr. Gilliland and Ms. Doherty were available to the local audience for a question-and-answer session held immediately following the telecast.

Using Multicultural Celebrations to Diversify Leadership at Western Iowa Tech

Larry Bolanos
Minority Affairs Coordinator
and Beacon Associate College Coordinator
Western Iowa Tech Community College,
Sioux City, Iowa

Sioux City, Iowa, located in a tri-state area, is undergoing a major demographic transition. The Siouxland minority community is experiencing tremendous growth. An example of this rapid pace is the Siouxland Hispanic population, which has more than doubled since 1980. Census figures show that the Siouxland Hispanic community has seen a 143 percent increase! Other recognized and growing minority communities, in order of their percentage of growth, are the Southeast Asians, Native Americans and African Americans.

The Beacon grant provided an excellent and timely opportunity to develop and implement working partnerships with Siouxland colleges and the community to expand and support Western Iowa Tech Community College's (WITCC) vision of leadership diversity.

Examples of some of the Siouxland college partnerships and cooperative ventures include those with: Sioux City's Morningside College and its Indian Studies department; the Indian Alliance group and its student activities program; the University of South Dakota in Vermillion and cooperative ventures with the Department of Students for Civil and Human Rights; and Wayne State College in Wayne, Nebraska and programs with the African Students Association. Another example was a cooperative, welcoming program for international students conducted with local city colleges.

There was sharing of program and seminar information dealing with diversity, multiculturalism and racism.

WITCC received personal invitations for our students and faculty to attend other college programs, such as free tickets for our students to see a cultural dance presented by an international student from Spain. We also received invitations to attend seminars on women and disabilities, and to hear special speakers such as Shirley Chisholm, the first Black American woman ever elected to the U.S. Congress, who spoke at the University of South Dakota.

Ethnic Heritage Celebrations

Our leadership diversity program at WITCC, through celebration, recognition and displays, included observances of various months as ethnic heritage months. Those months were: September, Hispanic Heritage Month; November, Indian Heritage Month; and February, Black History Month. The latter included a school and community-wide program presented by Dr. C.T. Vivian, well-known author, speaker and civil rights activist. Dr. Vivian spoke on "Black History: Education from a Multicultural Perspective." March was celebrated as Women's History Month and in May we participated in a Mexican/Mexican American celebration of Cinco de Mayo. In April, WITCC took a special opportunity to recognize the "Days of Remembrance," acknowledging the Holocaust and the Nazis' extermination of six million Jews. A film entitled "The Holocaust" was shown, after which group discussions were led by WITCC instructors.

Specific individuals, agencies and the community as a whole were invited to and participated in these on-campus activities.

Community Links

The Beacon grant also presented a challenge and a link to the community in implementing diversity programs. One special event stands out. The month of February 1992, offered an opportunity to work on a joint in-service program conducted by WITCC and the City of Sioux City.

The in-service program, called "Awareness," provided breakout sessions on sexual harassment, cultural diversity and affirmative action. The College extended an open invitation to the community and the response was tremendous, with more than 300 people attending the day-long event.

Highlights of the inservice included, at the luncheon, a special program presented by the Mt. Olive Baptist Church Choir, rejoicing in song our celebration of Black History Month. Also, a free guide was developed entitled "Services for People of Diverse Cultures" which presented a listing of individuals and agencies working with our minority community.

And, finally, a special video was presented which praised Sioux City's cultural diversity. The video, "Sioux City: The All-American City, Living Up to Its Name," was produced by WITCC as a public service and continues to be used to promote our community's diversity to the public via civic groups, public meetings, orientation for new faculty and students groups and even real estate offices. We have shared this video with numerous community agencies, the Chamber of Commerce, the Siouxland United Way office, and even our district's Congressional office.

Approximately 50 people from the College, the city, the community, as well as key members of the Beacon grant "Do It" team were involved in the planning and development of this in-service. There were two particulars I believe contributed to the success of the program:

1. With changing demographics, there is a need for programs on "awareness" in our community.

2. WITCC is coming to be recognized as a leader in addressing issues on diversity and providing opportunities for insight and enlightenment.

Internal Support

In conclusion, the opportunity to recognize, develop, plan and implement programs on diversity at WITCC was realized because of three things:

1. The privilege of being part of the Beacon project along with nine other community colleges. We were given an opportunity to be creative and make full use of the talents and leadership diversity within our community college.

2. Had it not been for the support of our faculty and staff and recognized community leaders, the video, our in-service program and the cultural programs would not have been possible.

3. A commitment from our president, Dr. Robert Dunker, who has led the way, by example, to provide, hire and accommodate diversity. Some cases in point are the hiring of Ms. Cyndi Chen, a native of China, who is our curriculum developer/instructor, and Dr. Kathryn Brailer, a former Metropolitan Community College vice-president, for the position of executive vice-president for instruction at WITCC.

Strong efforts continue to ensure that the recruitment and selection process for positions at WITCC include people of color, women and individuals with disabilities. This process is clearly noted by our Affirmative Action committee when the finalists for the vice-president for instruction position included women and a Native American applicant.

The Beacon project, along with Dr. Dunker's encouragement, have helped me and others to discover our potential and to appreciate the value of diversity. Leadership diversity is being achieved at WITCC.

On the Threshold of Change: Leadership Diversity at Western Nebaska Community College

Dr. M. Jane Hunter
Assistant Dean of Educational Services and Beacon Associate College Project Coordinator
Western Nebraska Community College, Scottsbluff, Nebraska

During the two-year period in which Western Nebraska Community College (WNCC) took part in the Beacon project in leadership diversity, a number of important events took place. The College certainly was not the same institution at the end of the project that it was at the beginning. To what extent the Beacon project was responsible for these changes is not easily determined. Perhaps the fact that WNCC was on the threshold of change is what caused our original participation in the project. It is likely that a variety of causes precipitated the changes and events which took place at the College throughout the last two years.

Targeting Younger Students

In terms of general cultural awareness, there have been several examples of change.

Through a Title III grant to WNCC, an office of multicultural affairs opened in January 1992, staffed by a director and a counselor. This should do, and already has done, much to open doors at the College for students of different cultures. For many years, WNCC has had a Hispanic Advisory Committee (HAC) which has allowed community members to work with College personnel to improve educational opportunities for Hispanic people. Not only are students encouraged to enroll at the College, but major efforts are targeted toward younger students -- high school and middle school -- to keep them in school. This whole project is seen by the College as a way to develop leadership diversity. Students will never become leaders if they do not complete school. They need not only to continue their education but also to see Hispanic persons in leadership positions, such as the individuals in the WNCC center, as role models for their own careers.

In addition, a Native American Advisory committee began in 1992. This group operates much like the HAC in helping Native American students who are already enrolled and building bridges to encourage other older and younger students to enroll as well. In September 1992, WNCC and the Eagle Star Council, a local Native American group, sponsored a Nebraska American Indian Days celebration. The two-day event featured various ceremonies involving teepee raising, hoop dancing and name receiving. This was held at WNCC and attended by public school children, college students and the general public.

Working With Staff

The College has used staff development as a means of fostering leadership diversity and cultural awareness in general. During the summer of 1992, a half-day session was held for administrators and professional staff on sexual harassment. A similar session was held for faculty in the fall. In October 1992, an all-day session was held for faculty, administrators and professional staff titled "Intercultural

Communication." This was presented by Dr. Carolyna Smiley-Marquez and included topics such as culture and fusion into curriculum and culture in the classroom.

Diversity related to persons with international backgrounds was also a part of the College scene during the last two years. The Beacon project committee sponsored a session at the end of the College year on cultural life in Russia. A WNCC business instructor had spent several weeks in Russia as part of a government-sponsored group to help introduce the market concept of capitalism to Russian officials. He shared his experiences along with slides and items purchased in Russia to provide insights into cultural differences between our populations. The College currently also has faculty or professional staff who were born in Afghanistan, Trinidad, Peru, India and China.

Because of the relatively remote location of WNCC, attempts are made to make the best possible use of satellite teleconferences. The spring 1992 teleconference titled *"Making International and Intercultural Education Work"* was attended by a group from the College as it occurred, and many more watched the tape at a later time. The College also downlinked the Beacon teleconference on leadership diversity. As a part of the Beacon grant, a group of materials, both print and non-print, are being added to the WNCC library to leave a legacy for future students who wish to learn more about cultural and leadership diversity.

Serendipitous Change

Throughout the leadership diversity project, WNCC has taken a broad look at the topic. We felt that if the College and the Community are to have leaders who come from diverse backgrounds, we must begin by working with college and younger students and with the community as a whole to broaden cultural awareness and give persons from a diverse background the conviction that they can survive in an eventual leadership position. The work of the advisory committees plus the Title III activities have contributed immensely in helping this occur.

Serendipitously, another major change in leadership diversity occurred this year. The campus manager on the Sidney campus is a woman, and the new vice-president of Educational Services is Hispanic. Both of these individuals were hired totally for their outstanding experience and education, but they add a dimension to the institution's leadership team that was never present before. Now when the WNCC president meets with his top administrators, it is a diverse group.

After the last two years, it can truly be said that WNCC supports diversity and is continuing in its quest for increased leadership diversity at the College and in the community as a whole.

BEST COPY AVAILABLE

Selected Bibliography on Leadership Diversity
Clearinghouse for Exemplary Practices in Leadership Diversity

AACJC Commission on Urban Community Colleges. **Minorities in urban community colleges: tomorrow's students today**. Washington, D.C.: AACJC. (Booklet)
Discusses several important studies related to minority recruitment, retention and successful transfer to baccalaureate degree-granting institutions.

AACJC and HEATH Resource Center of the American Council on Education. **Community colleges and students with disabilities: a directory of services and programs**. Washington, D.C.: AACJC.. (Monograph)
Charts the services available to students with disabilities at two-year institutions. Names of colleges, program contacts and phone numbers are included.

Allen, James Paul. **We the people: an atlas of America's ethnic diversity**. New York: Macmillan, 1988.
This oversized reference book features maps and demographic information on the U.S., detailing where specific ethnic groups and nationalities have settled and why. An extensive index is particularly helpful in locating immigrants to the U.S. from throughout the world. Appropriate for staff development functions and displays; browsers tend to approach it initially to see where their own ethnic group settled and, in the process, learn new facts about the changing face of America's population.

Angle, Dan and Barrera, Adriana, eds. **Rekindling minority enrollment and growth: new directions for community colleges.** San Francisco: Jossey-Bass, Inc., 1991.
This sourcebook brings together recent studies and successful programs community colleges can use to recruit, retain and better serve minority students. Particular attention is given to issues concerning minority student transfer to four-year institutions and professional development of minority staff. Angle and Barrera are president and assistant to the president, respectively, at Austin Community College, one of the Beacon associate colleges. Barrera is on the Beacon project team at Austin. Their chapters are joined by those by Exalton Delco, Beacon coordinator at Austin, and J. Richard Gilliland, president of Metropolitan Community College.

Autry, James. **Love and profit: the art of caring leadership**. New York: William Morrow and Co., 1991.
Consists of small essays about leadership in a chatty, conversational style. Somewhat reminiscent of Natasha Josefowitz' writing (**Paths to power. Is this where I was going?),** this time from a male viewpoint.

Bell, Alan P. **Homosexualities: a study of diversity among men and women**. New York: Simon and Schuster, 1978.
A report of a study by the Institute for Sex Research, this includes a bibliography on sexual orientation topics.

Bennis, Warren. **On becoming a leader**. New York: Addison-Wesley Publishing Co., Inc., 1989.
Profiles 28 leaders, including Apple's John Sculley, producer Norman Lear and feminist Betty Friedan in terms of common qualities and leadership styles. Written by a professor of Business Administration at the University of Southern California, the approach is somewhat "glitzy" with its emphasis on big names, but this might be interesting to newcomers to the field.

Blauner, Bob. **Black lives, white lives. Three decades of race relations in America.** Berkeley: University of California Press, 1989.
Explores race relations within the context of individual people's lives. Subjects were interviewed in 1968, 1978-79 and 1986, explaining how their beliefs changed and how they viewed social change.

Buchen, Irving. **Cultural diversity manual**. Cleveland: Info-Tech, 1991.
Professes to compile the latest trends and issues concerning cultural diversity and academe although this publication suffers from sloppy editing and over-emphasis on the politically correct movement. Sections on student programs and strategies for success, curriculum options, sample course textbooks and syllabi are the most useful. The author is director of Academic Affairs at Penn State-Ogontz.

Butler, Johnnella E., and Walter, John C. **Transforming the curriculum: ethnic studies and women's studies.** State University of New York Press, 1991.
A collection of essays on new scholarship, teaching strategies and materials that can help colleges revise their curricula to reflect the experiences of women and ethnic groups.

Cohen, Susan and Daniel. **When someone you know is gay**. New York: M. Evans, 1989.
Describes the history, possible causes, and social, religious, and political aspects of being gay for both males and females, with an emphasis on the problems experienced by gay teens in coming out to family and friends.

Edmunds, R. David. **American Indian leaders: studies in diversity.** Lincoln: University of Nebraska Press, 1980.
Includes chapters on specific Native American leaders who represent different leadership styles, including Red Bird, Sitting Bull and Montezuma.

El Paso Community College. **Assessing minority opportunities in vocational education: a research report.** Texas Higher Education Coordinating Board, 1991.
This report discusses a two-year study on student and faculty perceptions of factors that enhance and impede student progress in completing technical-occupational programs in community and technical colleges in Texas. A bibliography and sample surveys are included.

Faludi, Susan. **Backlash: the undeclared war against American women**. New York: Crown, 1991.
Wall Street Journal reporter Faludi decries what has been described in the media as women's dissatisfaction with equality and life outside the home. She describes the phenomenon as a collection of prejudices and myths, perpetuated by the press, the fashion and film industries and ill-informed authors. Some sections bear reading by those who ascribe to theories that each gender has unique ways of "knowing," a viewpoint Faludi finds threatening to equality in the workplace.

Fisher, Glen. **International negotiation: a cross-cultural perspective**. Chicago: Intercultural Press, 1980.
Related to diplomacy issues, this would be useful to those in business or international relations.

Ford, David L. **Readings in minority-group relations**. La Jolla, Calif.: University Associates, 1976.
Covers employment issues, race relations, and personnel management.

Francis, Emerich K. **Interethnic relations: an essay in sociological theory**. New York: Elsevier, 1976.
Somewhat dated, this can provide background in theories of race relations and ethnicity.

Ghiselin, Bernie. **Forging consensus: building a dialogue among diverse leaders**. Greensboro, N.C.: Center for Creative Leadership, 1990.
This case study deals with a 1984 task force in Greensboro that struggled with issues of race, social class and governmental bureaucracy to work together to pass a bond package. For staff working to gain the cooperation of multiple, diverse parties to solve problems, this might be useful.

Gillett-Karam, Rosemary, Roueche, Suanne D., and Roueche, John E. **Underrepresentation and the question of diversity: women and minorities in community colleges**. Washington, D.C.: AACJC.
Documents the history of discrimination in America and shows how women and minorities remain underrepresented among the seats of power. Exemplary programs are described to show how community colleges can help.

Gordon, Milton Myron. **Human nature, class, and ethnicity**. New York: Oxford University Press, 1978.
Useful for theories involving race relations and the concept of social class.

Green, Madeleine F. **Minorities on campus: a handbook for enhancing diversity**. Washington, D.C.: American Council on Education, 1989.
Commissioned by ACE "to provide practical information and suggestions to assist institutions in taking action," this book focuses on leadership and how to develop an integrated approach to change. One of the chapters details how to conduct an institutional audit of diversity progress. One of three institutions profiled is Miami-Dade Community College.

Green, Madeleine F., ed. **Leaders for a new era: strategies for higher education.** New York: American Council on Education and Macmillan, 1988.
Focuses on college and university leadership in general and the training of college administrators.

Greenleaf, Robert. **Servant leadership: a journey into the nature of legitimate power and greatness**. New York: Paulist Press, 1977.
This highly theoretical work discusses the concept of the servant leader in business, education, private foundations and religion.

Harris, Philip R. and Moran, Robert T., eds. **Managing cultural differences**. Houston: Gulf Publishing Co. Book Division, 1987.
Discusses international business enterprises and management, with a focus on acculturation topics and cross-cultural studies.

Helgesen, Sally. **The female advantage: women's ways of leadership**. New York: Doubleday, 1990.
Profiles four successful women CEOs through direct observation of how they solve large and small tasks. Having chronicled their meetings, phone calls, conferences and correspondence, the author explores how women leaders make decisions, gather and dispense information, and structure companies. One of her findings: white male leaders tend to champion the value of vision; women leaders concentrate on developing a voice.

Heller, Trudy. **Women and men as leaders in business, educational and social service organizations**. New York: Praeger, 1982.
The chapter on women who lead educational organizations unfortunately deals only with a public school district and urban universities. Still, a sample

leadership training package is included which may be helpful to staff development personnel.

Illich, Ivan. **Gender**. New York: Pantheon Books, 1982.
A somewhat imposing book due to overpowering footnotes, this work nonetheless offers useful statistics and information on sexism and earning potential.

Linthicum, Dorothy S. **The dry pipeline: increasing the flow of minority faculty**. Washington, D.C.: AACJC.
Summarizes innovative ideas and programs used by colleges and states across the U.S. to increase the number of minority faculty members. Descriptions of programs, name of program heads, and phone numbers are included.

Loden, Marilyn and Rosener, Judy B. **Workforce America! Managing employee diversity as a vital resource**. Homewood, Ill.: Business One, 1991.
While this book has a corporate emphasis, its detailed, step-by-step approach makes it an excellent primer. Topics include assimilation dynamics, stereotypes, language sensitivity, culture clash, working in groups and "the pluralistic leader."

Loye, David. **The leadership passion**. San Francisco: Jossey-Bass Inc., 1977.
Another highly theoretical work, this connects a so-called "ideological personality" with a passion for leading. Among the chapters is "The Campus and Ideological Groups." The author has a Ph.D. in social psychology from the New School for Social Research.

Luce, Louise Fiber and Smith, Elise C., eds. **Toward internationalism: readings in cross-cultural communication**. Cambridge, Ma.: Newbury House Publishers, 1986.
Discusses intercultural communication and cultural relativism.

Lyman, Stanford M. **Chinese Americans.** New York: Random House, Inc., 1974.
The history of Chinese settlement in the U.S. is examined along with the class structure of Chinese Americans and the beginnings of the Chinese American middle class. Includes an extensive bibliography on Chinese American studies.

Melia, Jinx. **Why Jenny can't lead: understanding the male dominant system**. Grand Junction, Colo.: Operational Politics, Inc., Saquache, Co., distributed by Communication Creativity, 1986.
Discusses obstacles to success, strategies to use, and negotiation differences between men and women. Some might find fault with the subtle assumption behind the work: women should understand and even acquire the male model of leadership in order to get ahead.

Mount St. Mary's College. **The role of faculty development in multicultural education**. Los Angeles: Prism Publishing, 1991.
Presents workshop content, a mini-grant process, and completed curriculum projects in multiculturalism, one of which had a leadership emphasis.

National Association of Independent Colleges and Universities. **Minorities on campus**. Washington, D.C.: NAICU, 1992.
This series of five booklets centers on how to increase faculty and staff diversity, develop partnerships with other schools and colleges, and support minority institutions. Each booklet looks at solutions that have worked at colleges throughout the country.

Nieves-Squires, Sarah. **Hispanic women: making their presence on campus less tenuous**. Washington, D.C.: Association of American Colleges, 1991.
This 14-page paper from the AAC's project on the status and education of women defines the term "Hispanic," explains the nuances of Hispanic culture, and provides statistical data on Hispanic students, faculty and administrators. It offers more than 100 recommendations to help ensure the full participation of Hispanic women in higher education and discusses a "grow-your-own administrator" program to groom Hispanic women for promotions.

Paige, R. Michael. **Cross-cultural orientation: new conceptualizations and applications**. University Press of America, 1986.
A report of the International Conference on Cross-Cultural Orientation held by the Council on International Educational Exchange.

Pedersen, Paul, Lonner, Walter J., and Draguns, Juris G. **Counseling across cultures**. Honolulu: East-West Center, University Press of Hawaii, 1976.
Particularly useful to student services staff, this book focuses on cross-cultural psychological issues.

Roueche, John E., Baker, George A. III, and Rose, Robert R. **Shared Vision: transformational leadership in American community colleges**. Washington, D.C.: AACJC, 1989.
This book identifies qualities and attributes of transformational leaders: leaders at two-year institutions who transform the future direction of their institutions through a personal vision. Based on their own research, the authors developed a group of themes and behavioral attributes common to transformational leadership.

Sanders, Ronald. **Lost tribes and promised lands: the origins of American racism**. Boston: Little Brown, 1978.
Provides a historical look at race relations, particularly in the context of discovery and exploration of the "New World."

Shirts, Garry, 1977. **BaFa BaFa: a cross culture simulation**. Del Mar, Calif.: Simile II, 1977.
Not a book but a kind of game or exercise, this would be useful in small staff development sessions. Participants are divided into two groups or "cultures." "Alphans" are relaxed and value personal contact and intimacy within a sexist and patriarchal structure. "Betans" measure a person's value by how well he or she performs in the marketplace. Each group tries to develop hypotheses about the most effective way to interact with the other culture. Participants change cultures, and must learn to live in and adapt to the new one. Participants then discuss and analyze the experience.

Spector, Rachel E. **Cultural diversity in health and illness**. Norwalk, Conn.: Appelton & Lange, 1991.
Particularly helpful for faculty and students in health or the social sciences, this focuses on transcultural medical care in the U.S. and cultural attitudes toward health care.

Sonte, John D. Phil. **Racial conflict in contemporary society**. Cambridge, Mass: Harvard University Press, 1985.
Topics include race relations, ethnic relations and power.

Thomas, Kim. **Gender and subject in higher education**. Great Britain: Society for Research in Higher Education, 1990.
Of particular interest to instructors, counselors, and those who develop curriculum, this book focuses on the relationship between gender and why students choose certain areas of study. It looks at the concept of "male" versus "female" subjects and argues that certain subjects seem to have qualities that are, however inappropriately, connected in students' minds to masculinity or femininity. The author argues that institutions of higher education have been too complacent about gender inequality in developing curriculum.

Thomas, R. Roosevelt. **Beyond race and gender: unleashing the power of your total work force by managing diversity**. New York: American Management Association, 1991.
This book combines both theory, criticism and case studies in an easy-to-read style that belies the complexity and originality of the author's perspective. Critical of traditional affirmative action and valuing differences approaches, Thomas outlines how organizations can truly manage diversity -- a proactive process that is inclusive rather than restricted to certain groups.

Smith, Daryl G. **The challenge of diversity: involvement or alienation in the academy?** Washington, D.C.: School of Education and Human Development, George Washington University, 1989.
This book details how diversity should affect wide-ranging aspects of higher education such as enrollment, retention, campus climate, faculty and staff, and institutional assessment and research. The author assumes a four-year institutional focus although the principles are applicable to two-year colleges.

Sue, Derald Wing. **Counseling the culturally different: theory and practice.** 2nd ed. New York: Wiley, 1990.
Offers guidelines and detailed methods for counseling specific minority groups (e.g., African Americans, Hispanics, Native Americans and Asian Americans). Also includes a series of case vignettes portraying typical issues and dilemmas. Sue is considered one of the most influential multicultural scholars in the U.S., and the first edition of this book has become a classic. New chapters are featured in the second edition: "Racial/Cultural Identity Development" and "Cross-Cultural Family Counseling."

Thiederman, Sondra. **Bridging cultural barriers for corporate success. How to manage the multicultural workforce**. Lexington, Mass.: Lexington Books, 1991.
The emphasis here is how to deal with language and behavioral differences in the workplace, and it delves into such topics as values, etiquette, motivation strategies and training techniques. Unique in its focus on communication issues (for example, understanding accents), this concentrates on business settings but would also be of interest to faculty in English and Communications.

Tracy, Laura. **The secret between us: competition among women.** Boston: Little, Brown & Co., 1991.
Easy to read, largely anecdotal, this focuses on issues of power, work, leadership and the concept of "sisterhood."

University of Minnesota and American Society for Training and Development. **Valuing differences in the workplace**. 1991.
Published by Minnesota's Training and Development Research Center and ASTD's Research Committee and Multicultural Network, this monograph grew from a series of symposiums held at the university. The book explains why workforce diversity needs to be managed and evaluates how valuing differences can affect employee productivity, job satisfaction, and interpersonal and group relations. Includes a chapter by Dr. Vapordeal Sanders.

Van Velsor, Ellen and Hughes, Martha W. **Gender differences in the development of managers: how women managers learn from experience**. Greensboro, North Carolina: Center for Creative Leadership, 1991.
This report analyzes what career experiences women lack and describes how women's patterns of learning differ from those of men. Ideas are offered on how managers can enhance women's careers.

Weyr, Thomas. **Hispanic U.S.A.: breaking the melting pot**. New York, Harper & Row, 1988.
Focuses on the cultural assimilation of Hispanic Americans and explores their ethnic identity.

Wilson, William J. **The declining significance of race: Blacks and changing institutions**. Chicago: University of Chicago Press, 1980.
An optimistic look at U.S. race relations. Bibliography.

Woolbright, Cynthia. **Valuing diversity on campus: a multicultural approach**. Bloomington, Ind.: Association of College Unions-International, 1989.
This work focuses on student activities, student unions and other student organizations as it traces the history of ethnic groups and looks at diversity issues and models, among them gay and lesbian topics. Geared to college union and student activities professionals at traditional institutions, the work uses examples from student settings (such as dining and residence halls)

The Beacon College Project Monograph
was produced by
the Office of
Public Relations at
Metropolitan
Community College
in Omaha, Nebraska.

Mary-Margaret Simpson:
Technical Editor
Tammy Moerer-Urdahl:
Publication Editor
Debra Schrampfer
Desktop Designs Unlimited:
Designer